Marion County Public Schools

REDDICK-COLLIER ELEM. SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to cultivate a safe learning environment that promotes responsibility, reflectiveness, engagement, confidence, and innovative thinking in our learners.

Provide the school's vision statement

Reddick-Collier Elementary will educate and meet the needs of all students so they will reach their full academic and personal potential and be prepared to be productive members in a global society.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Donald Manning

donald.manning@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Supervise all personnel
Budgeting: Title 1, District, School
Observations/Evaluations
Crisis Management
Hiring, Recruitment, and Retention
School Advisory Council/Parent-Teacher Orgnanization participant
School Improvement Plan

Family Engagement Plan
Multi-disciplinary Team Member
Family and Community Engagement
Data Analysis
Supervise After-school events

Leadership Team Member #2

Employee's Name
Tiffani Howard

tiffani.howard@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Scheduling
Collaborative Planning
Observations/Evaluations
Coaching/Modeling
Multi-disciplinary Team member
Crisis Management
School-based Threat Management Team Core 4
Clinic/Mert
Lesson Plans
School Advisory Council Member
Progress Monitoring Plan/Multi Tiered Systems for Support Facilitator
Assessment Coordinator
Data Analysis

Leadership Team Member #3

Employee's Name
Shawna Sundberg

shawna.sundberg@marion.k12.fl.us

Position Title
Content Area Specialist

Job Duties and Responsibilities

Coaching and Support

Mentoring'/Instructional Talent Developer
Multi-displinary Team Member/Problem-solving Team Participant
Reading Interventions
Professional Learning Facilitator
English/Language Arts Data Analysis
Collaborative Planning
Cambridge Magnet Lead

Leadership Team Member #4

Employee's Name
Sandra Marek

sandra.marek@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Behavior and Emotional Screening System Facilitator
Mental Health
504 Designee
ESOL (English Speakers of Other Languages) Designee
Small Group Counseling
Social Work Referrals
Progress Monitoring Plan support
School-Based Threat Management Team Core 4
Child Study Team/Attendance Conferences
Attendance Data Analysis

Leadership Team Member #5

Employee's Name
Lillian Hernandez

lillian.hernandez@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

Discipline Referrals
Discipline Data Analysis

Positive Behavior Support and Intervention Facilitator
Schedule for Mustang Market
Schedule for Picture Day
No Referral Incentives
Attendance Incentives
Safety Patrol Sponsor
Title I Liaison
School-based Threat Management Team CORE 4
Multi-disciplinary Team Member

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders including students, staff, families, and community members are involved in surveys, collaborative conversations regarding topics of concern, analysis of data trends, and strengths and weakness of the school. These tools are used to make decisions for school improvement by driving professional learning opportunities for staff and families, meetings to clarify potential concerns, or meetings to deliver successes of the school.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school improvement plan targets will be reviewed with the Reddick-Collier staff during pre-planning week. The Reddick-Collier School Advisory Committee will monitor the SIP during each meeting. The plan will be adjusted as needed depending upon the feedback received and the school data that will drive the plan for decision making purposes.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: C** **2023-24: C** **2022-23: D** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	45	48	58	54	52	35				292
Absent 10% or more school days	11	17	16	24	16	9				93
One or more suspensions	14	11	10	17	12	19				83
Course failure in English Language Arts (ELA)	7	7	7	8	1	2				32
Course failure in Math	5	6	7	8	4	10				40
Level 1 on statewide ELA assessment	7	13	25	12	11	8				76
Level 1 on statewide Math assessment	7	15	25	9	13	8				77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	2	3	11						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	4	5	6	7					27

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	19	24	20	22	19	24				128

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	3	5	0	0				9
Students retained two or more times	0	0	0	1	1	0				2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	58	51	62	41	70				318
Absent 10% or more school days	14	20	19	27	18	20				118
One or more suspensions	5	4	7	4	16	15				51
Course failure in English Language Arts (ELA)				3	5	3				11
Course failure in Math		4		7	2	13				26
Level 1 on statewide ELA assessment	4	21	21	25	10	15				96
Level 1 on statewide Math assessment	7	15	24	18	12	12				88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	21	21	25						71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	15	24	17	9					72

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	16	21	16	23	25				107

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	1	13	1					16
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	50	62	44	47	59	46	46	57
Grade 3 ELA Achievement	44	47	61	32	46	59	50	44	58
ELA Learning Gains	67	58	63	54	53	60	62	56	60
ELA Lowest 25th Percentile	75	58	58	50	57	56	61	58	57
Math Achievement*	54	55	66	47	51	64	45	51	62
Math Learning Gains	69	58	64	54	53	63	46	56	62
Math Lowest 25th Percentile	70	48	50	56	47	51	48	50	52
Science Achievement	47	50	62	41	44	58	29	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	478
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
60%	45%	50%	34%	53%	44%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	7	
English Language Learners	41%	No		
Black/African American Students	45%	No		
Hispanic Students	62%	No		
Multiracial Students	65%	No		
White Students	56%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	52%	44%	67%	75%	54%	69%	70%	47%					
Students With Disabilities	14%	25%	44%		18%	61%	73%						
English Language Learners	36%				45%								
Black/African American Students	37%	47%	42%		51%	77%		18%					
Hispanic Students	63%	55%	71%		63%	59%							
Multiracial Students	80%				50%								
White Students	53%	38%	76%		51%	64%		54%					
Economically Disadvantaged Students	40%	33%	61%	72%	44%	69%	63%	35%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%	32%	54%	50%	47%	54%	56%	41%					29%
Students With Disabilities	22%	7%	52%	45%	38%	57%	55%	38%					
English Language Learners	13%		20%		27%	40%							29%
Black/African American Students	28%	15%	42%	45%	34%	45%	42%	29%					
Hispanic Students	45%	10%	56%		43%	50%		43%					29%
White Students	53%	48%	58%		60%	61%		53%					
Economically Disadvantaged Students	39%	26%	51%	53%	41%	53%	62%	43%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%	50%	62%	61%	45%	46%	48%	29%					67%
Students With Disabilities	15%	17%	35%	50%	29%	42%	42%						
English Language Learners	25%				25%								67%
Black/African American Students	33%	21%	59%	59%	26%	44%	50%	20%					
Hispanic Students	53%	70%	63%		51%	43%		45%					67%
White Students	51%	56%	69%		60%	56%							
Economically Disadvantaged Students	46%	42%	66%	68%	41%	47%	52%	29%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	46%	0%	60%	-14%
ELA	4	51%	50%	1%	60%	-9%
ELA	5	56%	53%	3%	61%	-5%
Math	3	54%	56%	-2%	66%	-12%
Math	4	47%	53%	-6%	65%	-18%
Math	5	58%	54%	4%	62%	-4%
Science	5	46%	50%	-4%	60%	-14%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The results of the FAST assessment for grade 3 indicates a gain of 25 points in the area of Grade 3 Lowest Quartile Learning Gains. During the 2026-2027 school year, we will focus on small group instructional practices and progress monitor LQ student performance.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The results of the Statewide Science assessment for grade 5 indicates a gain of 7 points from the 2025-2026 assessment. Though this is a gain, we will continue to develop students in the area of science through vocabulary instruction, hands on learning, and small group instructional practices. Science scores continue in an upward trend throughout the past 3 years.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No areas showed a decline from the 2025-2026 school year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The results of the FAST assessment for grade 3 achievement indicates a 16 point gap from the State average, with Reddick-Collier at a 44% and the State at a 60%. Students participated in tutoring from September 2025 to April 2026 to fill learning gaps. Trends were not evident to determine the learning gap.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Chronically absent students is an area of concern at 26%. If students were to attend school regulary, then they would be exposed to the content and have the ability to apply what they are learning.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Student Attendance

ELA Achievement

Science Achievement

Parent Engagement

Staff Morale

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data Driven Small Group Instruction will be practiced in all classrooms. Teachers will collaborate with the leadership team to develop targeted areas for growth based on current data. Students will be encouraged to ask questions and participate in small group discussions facilitated by the teacher or para. Data from the 2025-2026 school year resulted in Grade 3 proficiency at 44%, Grade 4 proficiency at 57%, and Grade 5 proficiency at 56%.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional Practice specifically relating to Reading/ELA will be to utilize small-group instruction and UFLI instruction with fidelity. Actionable feedback will be provided to the teachers to support strong reading foundational skill instruction.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Instructional Practice specifically related to Reading/ELA will be to participate in MCPS-approved intervention programs with fidelity and to disaggregate data to evaluate individual student needs, support small group instruction, and will be used to support the implementation of MCPS reading programs with fidelity.

Grades K-2: Measurable Outcome(s)

K-2 Measurable Outcomes will be Kindergarten proficiency from 51% to 54%, first grade from 50% to 55%, and second grade from 29% to 50% as measured by STAR Early Literacy and STAR Reading combined.

Grades 3-5: Measurable Outcome(s)

Measurable Outcomes will be grade 3 proficiency from 44% to 50%, Grade 4 proficiency from 57% to 60%, and Grade 5 proficiency from 56% to 61%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Weekly monitoring will occur by the leadership team. Actionable feedback will be provided to support instructional practice as needed. Interventions will be flexible based on the needs and success of the students.

Person responsible for monitoring outcome

Dr. Donald Manning

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students will participate in MCPS approved intervention programs with fidelity. Student data will be analyzed weekly and discussed during leadership team meetings. Feedback will be provided to teachers related to next steps for specific students.

Rationale:

If students participate in the intervention programs with fidelity, then students will see an increase in learning gains needed to be successful

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Small Group Instruction

Person Monitoring:

Tiffani Howard

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will be observing classrooms each week to monitor small group instruction and UFLI instruction. Actionable feedback will be provided to the teachers to support strong instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Science is an area of focus specifically for grade 5. Students performed at 47%. Though this was an increase of 6% from the previous year, learning gaps will be addressed through data analysis and planning to increase performance by 5%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Fifth grade students performed at 47%. This is a 6% increase from the prior year. Teachers will focus on data analysis and implementation of specific learning targets with expectations of making growth. Small group instruction, involving vocabulary instruction, will support student needs.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Science instruction will be monitored weekly by administration to ensure lessons are aligned to intended benchmarks and that students are demonstrating mastery of the skills.

Person responsible for monitoring outcome

Dr. Donald Manning

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Targeted Small Group Instruction

Rationale:

If teachers analyze data and plan small group instruction with the data in mind, then students will receive targeted instruction to fill learning gaps.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Analysis for planning small group instruction

Person Monitoring:
Dr. Donald Manning

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will collaboratively plan using data and the State of Florida science standards to plan effective instruction. Small group instruction, that will include strong vocabulary instruction, will support students filling learning gaps.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2025-2026 PM3 results showed that Students with disabilities was under the 41% threshold, scoring at 39%. This is the 7th year of scoring below 41%. ELA Achievement scores: third grade scored 25%, fourth grade scored 0%, and fifth grade scored 20% in ELA. Math Achievement scores: third grade 25%, fourth grade 0%, and fifth grade 40%. The data indicates that the Students with Disabilities maintained the same 39% as in the previous year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The 2025-2026 PM3 results showed that Students with Disabilities was under the 41% threshold, scoring at 39%. This is the 7th year of scoring below 41%. ELA Achievement scores: third grade scored 25%, fourth grade scored 0%, and fifth grade scored 20% in ELA. Math Achievement scores: third grade 25%, fourth grade 0%, and fifth grade 40%.
Small group instruction will be critical in filling learning gaps with 3-5th grade students in 2026-2027. Progress monitoring by support facilitators and admin will support student needs moving forward. The goal is to gain 5% to reach 44% in 2026-2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

General education teachers, support facilitators, and administration will work closely in planning, implementing, and monitoring student progress. Administration will meet weekly with teachers to analyze data and create an action plan to support student needs. Our Content Area Specialist will monitor student intervention programs to ensure Students with Disabilities are learning what they need to be successful in the programs. If students are not showing progress, the intervention program will be changed.

Person responsible for monitoring outcome
Dr. Donald Manning

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Students with Disabilities will use UFLI, SIPPS, READ180, or LexiaCore5. These programs are approved as intervention resources by Marion County Public Schools.

Rationale:
The programs are designed to meet each student where they are at academically.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Progress monitoring

Person Monitoring:	**By When/Frequency:**
Dr. Donald Manning	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will work collaboratively with support facilitators and teachers to monitor student performance on interventions, benchmark mastery, and local and state assessments. Next steps will be discussed to support student performance. At-home learning resources will be provided. Parents will be communicated with throughout the process.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Of the 318 total students enrolled at the end of the 2025-2026 school year, 26% of students were considered chronically absent.
K - 11
1st - 14
2nd - 12
3rd - 21
4th - 14
5th - 9

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026-2027 school year, we expect to decrease the chronically absent rate to 15% through actively meeting to problem-solve and support.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Chronically absent students have been pre-identified, and parents will be asked to attend a face-to-face problem-solving team meeting during the first two weeks of school. Supports will immediately be put in place, and students will begin receiving incentives to support their efforts to come to school each day.

Person responsible for monitoring outcome

Sandra Marek

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Check in/out will be the intervention that supports students coming to school on time each day.

Rationale:
If students attend school regularly, then students will be exposed to content and apply what they are learning to support their achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Attendance Matters

Person Monitoring:
Sandra Marek

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will share the importance of students attending school regularly. Incentives will be provided to encourage students to attend school. Shout outs will be provided to parents for making good decisions in getting their child to school each day.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The School Improvement Plan is reviewed during the first School Advisory Committee Meeting of the 2026-2027 school year. All stakeholders, including staff, parents, and community members, are encouraged to participate. Meetings are scheduled in advance each quarter. The School Improvement Plan is available on our school website. rce.marionschools.net

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

In order for our school to be successful, we must work together with our families and community. We encourage families to participate in school activities and after-school events. All events are scheduled in advance and are located on our school calendar, monthly newsletters, school marquee, hard copy flyers, weekly Skylert call out and emails. rce.marionschools.net

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our mission is to educate students to be productive in a global society. Our students demonstrate understanding of our school-wide expectations of being Responsible, Respectful, and Resilient. We follow five learner attributes daily to ensure our students have every opportunity to be successful. These attributes include being responsible, reflective, innovative, confident, and engaged, all of the time. Students are rewarded for their demonstration of these attributes throughout the day

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We are a Cambridge Magnet School. We use the five learner attributes to focus on what is needed to be successful students. No matter the content being taught, the learner attributes allow students to demonstrate the skills needed to be successful. All students, including all subgroups, participate in this opportunity to strengthen skills daily. Each day, students recite our school-wide expectations of being Responsible, Respectful, and Resilient.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

We partner with The Heart of Florida, which offers counseling services to parents who may be interested in their child receiving counseling services. This partnership is one more opportunity for students to receive support that may not be available beyond school hours.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

We will be conducting a Career Day in 2026-2027 that will allow students to observe different career opportunities that may interest them. Cambridge Magnet students from North Marion High School participate in our Cambridge Global Challenges and promote the Cambridge Program from a high school student perspective. Fifth grade students participate in an end-of-year Capstone Project. Each student creates a presentation of what they want to be in the future. Students present to their peers. Approximately 10 students are chosen to present to the community.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We use the Positive Behavior Support program to promote behavior expectations on campus. Students participate in a monetary incentive program, earning Mustang Bucks daily. Replacement behaviors are taught to ensure students are familiar with daily expectations. Teaching replacement behaviors allows the student to practice self-control so that they can stay engaged throughout the day.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Staff participates in professional learning opportunities during pre-planning week and each early release day. These PL trainings are facilitated by teachers with topics that will interest their peers and are needed to support student success.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

We have a VPK and PreK ESE unit on campus. Students are able to interact with K-5th grade students and learn the campus routines expected as they develop.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Instructional reviews are held each semester with District Personnel. Data meetings are scheduled to talk through results, and action plans are created based on findings. Scheduled visits occur with the ESE department to ensure we are offering the best supports for our students with disabilities throughout the campus.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The 2025-2026 PM3 Assessment Results will be used during pre-planning week. Teachers will analyze the data to determine verge students and lowest quartile students in their specific classrooms. We will continue to focus on our low-performing subgroups to ensure specific needs are being met and learning gaps are being filled. Classroom benchmark data and State assessment data will be analyzed to support specific needs throughout the year. Parents will be invited each quarter to partner in data analysis and next steps for their child's success.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Reddick-Collier Elementary School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Dr. Donald Manning
School Website:	rce.marionschools.net
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

To increase parent participation in school activities, events, and decision-making processes by 25% during the 2026-2027 school year, fostering a stronger partnership between families and the school community.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

By actively encouraging parental involvement through the PTO, SAC, and regular feedback via surveys, we aim to foster a collaborative relationship between parents and the school community. This partnership will have a lasting, positive impact on student success at Reddick-Collier Elementary.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Title I meeting will be held on September 15, 2026. This meeting will begin at 5:00PM. All classrooms will also have a PPT visible during Open House.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.

- Monitor communication practices to ensure families receive timely responses from school staff.

Correspondence of meetings will be scheduled in advance to ensure that families have the opportunity to plan to attend. A calendar of events will be available via school calendar, monthly newsletter, Friday call outs, Friday emails, text, Apptegy, Remind App, and paper flyers. Communication will be available in English and Spanish. Email addresses of the appropriate contact person will be made available on any correspondence. PTO and SAC meetings are schedules at different times to allow flexibility in attendance.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

RCE will not offer daycare or transportation for meetings and events at this time. However, students who attend meetings will be occupied in an adjacent area with tasks to accomplish.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

School and families reviewed the template of the School-Parent Compact during the last SAC meeting in May 2026. Expectations of the school are highlighted to ensure students receive a quality education at RCE.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Title I funding is allocated for specific events such as Math and Science Night. Families will engage in hands-on activities and a meal. Resources are provided to support at-home learning.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

Parents will be invited to attend quarterly data chats with the teacher and their child. During this meeting, the teacher will share student work artifacts, data from local and state assessments, review and preview the State of Florida benchmarks, and provided instructional resources to support the child's learning.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Meet the Teacher	Families will have the opportunity to meet their new teacher and ask any questions to prepare for the start of a new school year.	Quarter 1 August 7, 2026 10:00AM
Lattes & Literacy	Parents will enjoy coffee and pastries while learning the importance of literacy in grades K-5. Resources will be shared to support at-home learning. New World Reading program information will be shared. Parents will be encouraged to ask questions pertaining to literacy. Family FOCUS van will be in attendance for additional resources.	Quarter 1 August 27, 2026 7:30AM
Champion Night 1	Parents will attend a conference night with their child. Teachers will support the child explaining quarter 1 progress, local and state assessment data, student artifacts, and review B.E.S.T. benchmarks. Parents will be provided with at-home learning resources.	Quarter 1 October 15, 2026 Scheduled by Teacher
PTO Fall Festival	Families will enjoy a night of food, fun, and games. An academic room will be set up for parents to take advantage of resources to support at-home learning. Parents can ask questions related to academic achievement.	Quarter 2 October 28, 2026 5:00PM
Reading Under the Stars	Families will enjoy a quiet time to read with their children under the night sky while enjoying refreshments and free books.	Quarter 2 November 13, 2026 5:30PM

Thanksgiving Feast	Families have the opportunity to prepay for a meal they will enjoy with their child for Thanksgiving. A booth will be set up for free book giveaways for parents to enjoy.	Quarter 2 November 19, 2026 During Lunches
Champion Night 2	Parents will attend a conference night with their child. Teachers will support the child explaining quarter 1 progress, local and state assessment data, student artifacts, and review B.E.S.T. benchmarks. Parents will be provided with at-home learning resources.	Quarter 2 January 7, 2026 Scheduled by Teacher
Culture Fest	Families will enjoy fun, food, games, and crafts that are represented from countries from around the world. Families will celebrate the variety of cultures. Family FOCUS van will be in attendance.	Quarter 3 February 18, 2027 5:00PM
Champion Night 3	Parents will attend a conference night with their child. Teachers will support the child explaining quarter 1 progress, local and state assessment data, student artifacts, and review B.E.S.T. benchmarks. Parents will be provided with at-home learning resources.	Quarter 3 March 25, 2027 Scheduled by Teacher
Exploration Night	Students will enjoy hands-on exploration in math, science, and the arts.	Quarter 4 April 8, 2027 5:00PM
Cambridge Gala	Student artifacts will be on display from the Cambridge classrooms. Fifth grade students will be conducting Capstone Project presentations.	Quarter 4 May 6, 2027 5:00PM

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

All RCE staff will be provided a training during pre-palnning week. This training will include expectations of appropriate and timely communication with families. A review of expecations will be provided for conference documentation and parent communication logs. Building strong, working relationships will be a priority for student success.

School Advisory Council (SAC) Interest Form

Reddick-Collier Elementary School

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

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_____